|  |  |  |
| --- | --- | --- |
| **English 110 Composition 1** | | |
| **Time Allotment 50**  **(Minutes)** | **Lesson Phase** | **Details** |
| **5** | **Introduction**  Set a purpose. Introduce the topic with a grabber and information to get students thinking. Make the learning relevant. | In this unit we have examines alternatives to traditional writing spaces in which to compose, display and collect composition artifacts. Also, we have created several traditional genre pieces. Finally, we have employed the ePortfolio as a platform of display and storage. |
| **5** | **Foundation**  Check on previous learning. Clarify key points of the coming lesson, including standards, goals, and objectives, building background knowledge and key vocabulary. | **Quick discussion of the grabber.**  **Goal:** To access alternatives to traditional writing spaces in which to compose, display and collect composition artifacts.  **Key terms:** Genre, traditional poetry, ePortfolio |
| **5** | **Brain Activation**  Ask questions; clarify; provide additional background knowledge. Perhaps include a brainstorm activity on the topic to check learning. | Based on the Go Passes that students submitted at the end of each class, will lead discussion on acquired knowledge during this unit. |
| **5** | **Body of New Information**  Build background knowledge, lecture, and introduce key new points of understanding, correcting misconceptions. Read text; complete whole-class problems; conduct class discussion. | (cont.) |
| **5** | **Clarification**  Provide sample problems and situations. Pose questions to move students toward independent work. | (cont.) |
| **5** | **Practice and Review**  Students work with teacher and whole class, in small groups, or with a partner to clarify learning. | Students will refer to Norton Field Guide for key features of the reflective essay. |
| **10** | **Independent Practice**  Students practice on their own. Begin homework. Struggling students get additional practice. | Teacher will describe the organization of the reflective essay. |
| **15** | **Closure**  Connect the lesson details together. Answer questions and respond to wholeclass difficulties. | Students will compose a reflective essay on the experience of this unit. Journey. Students will summarize what they have learned during this period. What was useful,? etc. Teacher collects essay as class exits. This feedback serves as assessment for planning future instruction. |